

**METHOD AND SYSTEM FOR
DEVELOPING TEACHING AND
LEADERSHIP CHARACTERISTICS AND
SKILLS**

**U.S. Patent Application Serial No.
10/016,905**

Filed December 14, 2001

Attorney Docket No. D4701-00198

Exhibit G

Beccy_Wallace@haygroup.com

To tlc@broadband.co.uk

cc

Subject [TLC] The look of feedback charts

24/10/2000 15:52

Please respond to tlc@broadband.co.uk
--

Hello all

Thought you might like to see our latest sketches on the way feedback charts will work (although the actual 'look' might be quite different). Text selection algos will follow shortly. Any comments/suggestions welcome, although this is now what the design team will be working on.

Cheers

Beccy

(See attached file: Chart presentation.xls)

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7/30/2007

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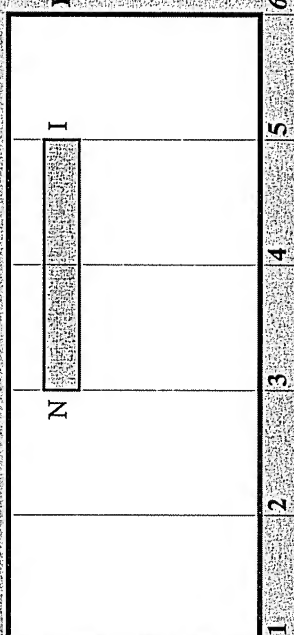
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Your own perceptions

Chart Intro: The following chart highlights...
Blah blah Blah blah



You now vs. you ideal

You now vs you ideal text - for you...

➔ NEXT

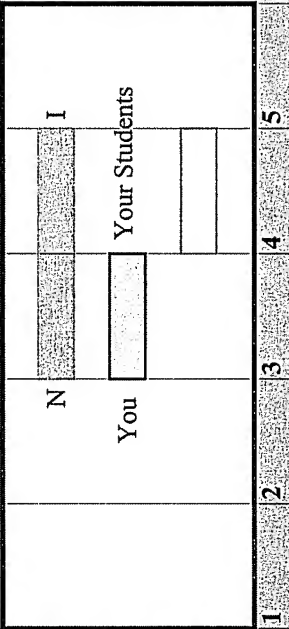
Key: _____

small gap
medium gap
large gap

Your perception vs. your students'

Chart Intro: The following chart highlights...

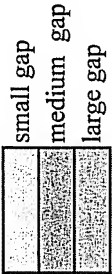
Blah 'blah



You now vs. you ideal

You now vs. your students now

Key: _____



↑ NEXT

You now vs your students now text - for you...



Your key messages

Chart Intro: The following chart highlights....

Blah blah

		N		I		I	
You				Your Students			
		N				I	
1	2	3	4	5	6		
Low				*		High	
		Medium					

Your data suggests key area of focus for you is to work towards meeting the aspiration of your kids (students now vs students ideal) - as a reminded, the key bit of text is highlighted below

- You now/you ideal text
- You now/students now text
- Students now/students ideal text
- Your class vs all classes text

When you are ready to move on to the next dimension, please press NEXT
(for last dimension: now show you summary of all dimensions)

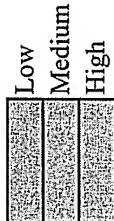
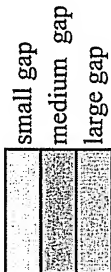


Your area of focus for this dimension



NEXT

Key:



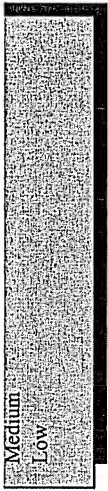
How do you feel about [clarity]?

OK
Thinking
Upset
Angry
Don't believe it

What priority for [clarity]?

High
Medium

Pop-up before show next dimension:



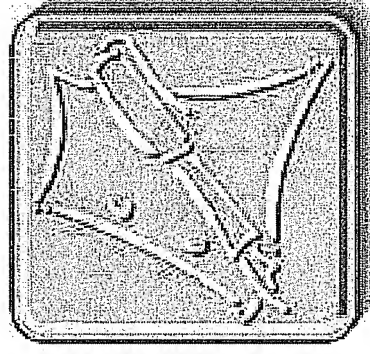
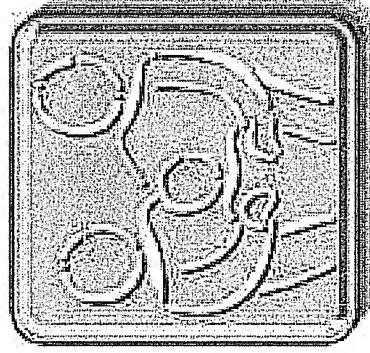
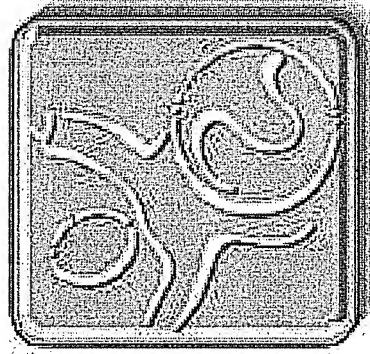
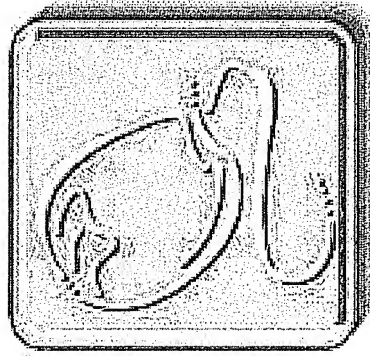
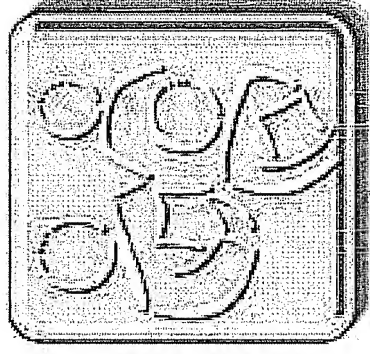
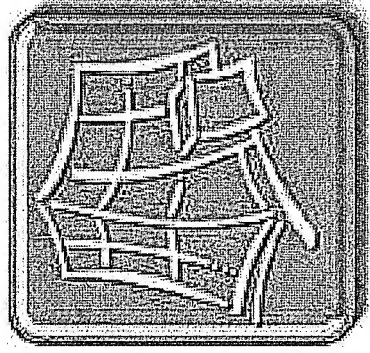
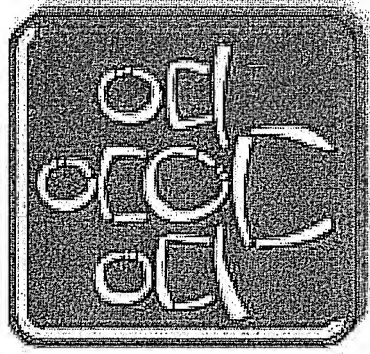
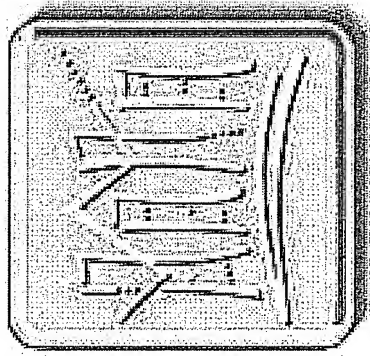
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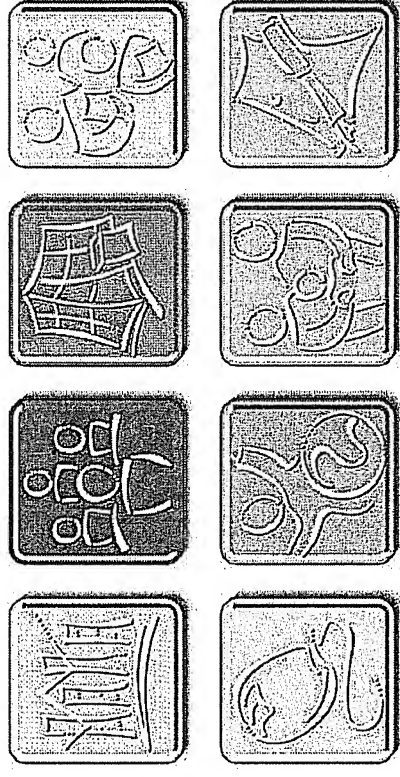
Filed December 14, 2001

Attorney Docket No. D4701-00198

Exhibit H



TRANSFORMING LEARNING

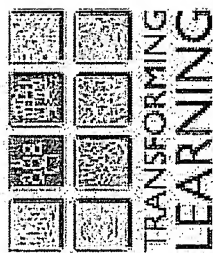
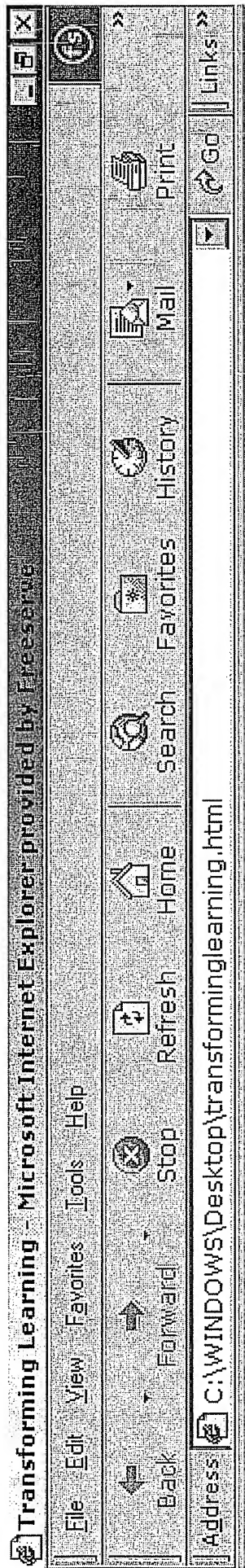


TRANSFORMING LEARNING

Raising Standards of Pupil Attainment
Motivating and Developing Teachers
Understanding and Enhancing Leadership

**“... A long term blueprint for the future
of the profession.”**

- David Hart, NAHT



Back to Start

Feedback

Understanding Climate

Setting the Context

Comparing Perceptions

Starting to Prioritise

Your Development Plan

Moving Forward

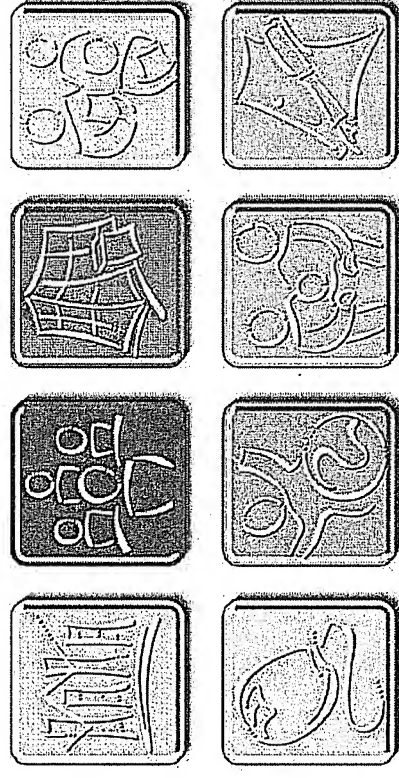
You are in Feedback :: Participation

PARTICIPATION

The extent to which pupils feel able to question or offer opinions in class, the opportunity they have to present to the class, and the degree to which they work together in groups.

ave more opportunities to participate in class than you expected. This may be a strength you weren't aware of and could build upon in your lessons.

Happy with This? Next ▶



TRANSFORMING LEARNING

**Professional Development
for Teachers and Headteachers**

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Go Links

Help Contact Us

You are in Feedback :: Moving Forward

Planning for Action

Planning for Action

What Does it all Mean? Goal Actions Timescales Progress Record

XYZ Point 1-4 by March 00 On target

Encouraged

High

Dimension Priority Attitude

Clarity

Action



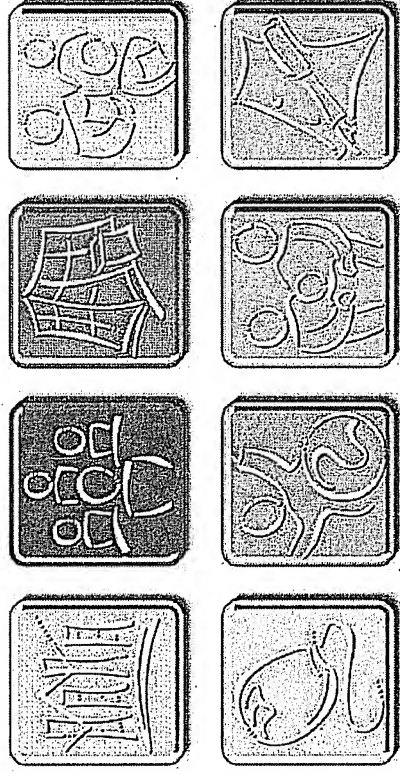
Click here to access your notes on aspirations

Action



click here to access your previous notes

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TRANSFORMING LEARNING

Research-Based

The Leadership Programme for Serving Heads
Models of Effective Teaching (DfEE)

Tested in over 500 schools

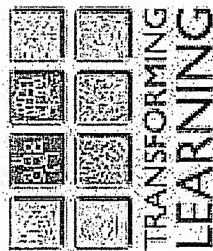
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Back to Start

Feedback

Understanding Climate

Setting the Context

Comparing Perceptions

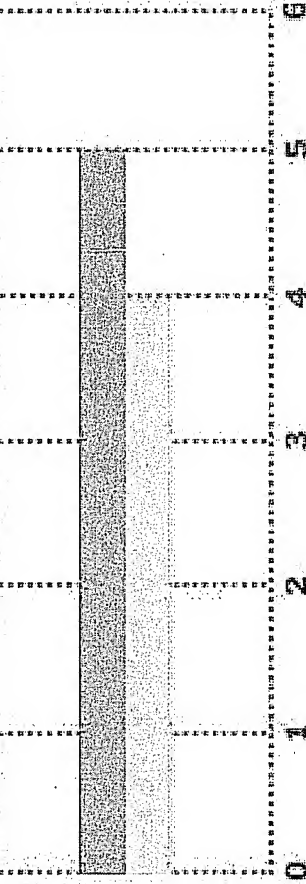
Starting to Prioritise

Your Development Plan

Moving Forward

You are in Feedback :: Charts

Flexibility



Your colleagues feel fewer constraints in the school than you imagine.

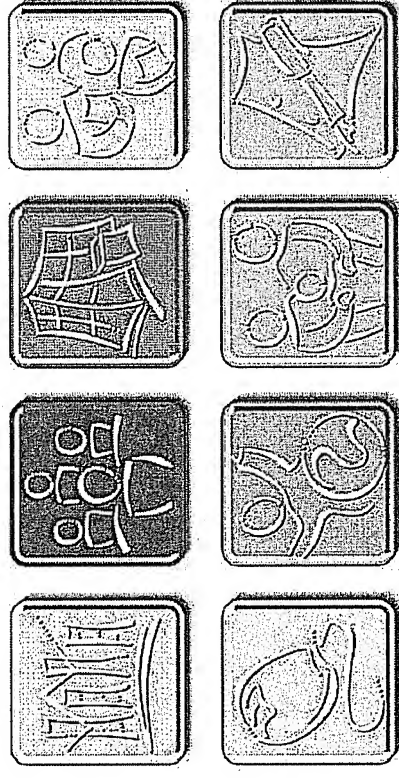
Panic!!



Memory Pad

Please enter your notes here

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TRANSFORMING LEARNING

**An equitable training solution for
the whole school**

**Cutting paperwork
Meeting PM requirements**

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Go Links



Back to Start

Feedback

Understanding Climate

Setting the Context

Comparing Perceptions

Starting to Prioritise

Your Development Plan

Moving Forward

You are in Free

Key

Highest Ra

Average Ra

Lowest Ra

Acti

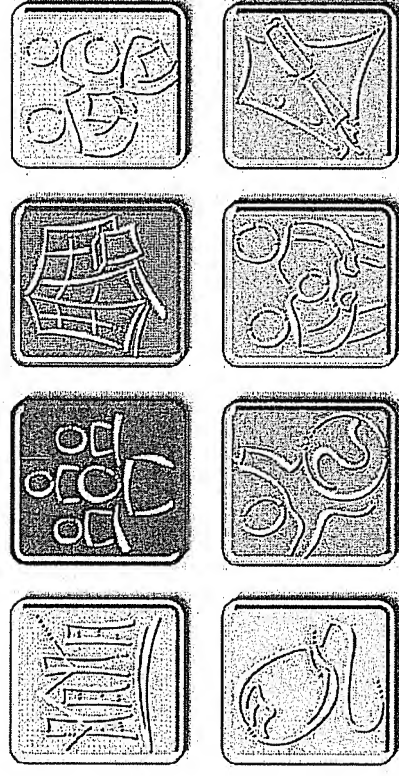


Overall, pupils in the classes of your school perceive a reasonable level of Fairness.

Memory Pad

Please enter your notes here

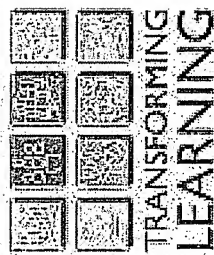
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TRANSFORMING LEARNING

Private & Confidential

Self-directed learning and development that
makes a difference to pupils
Designed in partnership with teachers



Back to Start

Feedback

Understanding Climate

Setting the Context

Comparing Perceptions

Starting to Prioritise

Your Development Plan

Moving Forward

You are in Feedback :: Climate Across the Area

Clarity

Key

Highest Rating

Average Rating

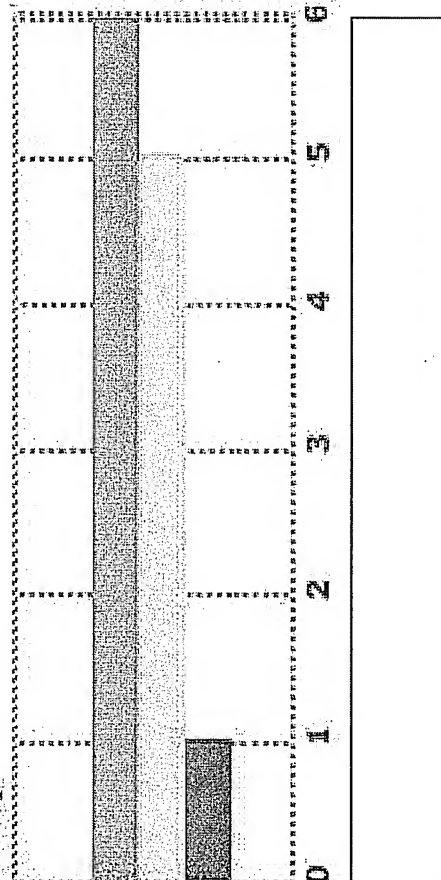
Lowest Rating

Action



Memory Pad

Please enter your notes here



Panic?!



Happy with This? Next